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ABSTRACT

This document presents public testimony given at the town hall meeting held by California State Senator Teresa P. Hughes in Hawthorne, California in the state's 25th senatorial district on September 23, 1996. The meeting examined school safety programs that had been successful. A panel of elected officials, policy makers, researchers, and individuals from the public and private sectors heard testimony from children, educators, and families affected by crime and violence in schools. (LMI)

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ED 413 658

Town Hall Meeting

"COMMUNITY STRATEGIES TO PROMOTE SAFETY IN SCHOOLS"

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Country Harvest Restaurant
12139 Hawthorne Blvd., Hawthorne, CA

Monday, September 23, 1996

8:30 a.m. - 11:30 a.m.

TERESA P. HUGHES
Twenty-Fifth Senatorial District

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TOWN HALL MEETING
"COMMUNITY STRATEGIES TO PROMOTE SAFETY IN SCHOOLS"

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12139 Hawthorne Blvd., Hawthorne, CA
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Teresa P. Hughes
Twenty-Fifth Senatorial District

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CHAIR SELECT COMMITTEE ON FAMILY PRESERVATION AND TEENAGE PREGNANCY PREVENTION

SELECT COMMITTEE ON WOMEN IN THE WORKFORCE

SPECIAL COMMITTEE ON LOCAL GOVERNMENT INVESTMENTS

January 6, 1997

Honorable Bill Lockyer
President Pro Tem
State Capitol, Room 205
Sacramento, CA 95814

Dear Senator Lockyer:

This document represents public testimony presented at the Town Hall Meeting I held in the 25th Senatorial District on Monday, September 23, 1996 at the Country Harvest Restaurant, 12139 Hawthorne Blvd., in Hawthorne CA. The Town Hall Meeting was sponsored in conjunction with the Hawthorne Eagles, the Centinela Valley Task Force on Drug and Alcohol, and the Hawthorne Cable Usage Corporation.

In addition to creating a forum for the public to voice their concerns, the Town Hall Meeting examined school safety programs that have been successful. A panel of elected officials, policy makers, researchers, and individuals from the public and private sectors heard testimony from children, educators and families impacted by violence in schools.

I am confident that the Legislature and others will find this information meaningful as we address safety in schools. It is my hope that the data produced by the witnesses will increase our efforts to reduce the problems of crime and violence in our schools.

Sincerely,

Teresa P. Hughes

TERESA P. HUGHES
Member of the Senate

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TOWN HALL MEETING
"COMMUNITY STRATEGIES TO PROMOTE SAFETY IN SCHOOLS"

Country Harvest Restaurant
12139 Hawthorne Blvd., Hawthorne, CA
Monday, September 23, 1996
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OPENING REMARKS: Senator Teresa P. Hughes, Twenty-Fifth Senatorial District
INVOCATION: Father Gene Buhr, Sr. Priest, St. Joseph Catholic Church

TESTIMONY

Rosemary Lucente, Principal, Figueroa Elementary School

Bill Yabara, Project Manager, GRIP, Los Angeles County Board of Education

Monica Haber, Director, Peace Builders, Los Angeles City Board of Education

Marilyn Atkinson, United Teachers of Los Angeles

Steve Goldsmith, Director, Juvenile Diversion Project
Wilma Gibson, Counselor, Behavioral Health Service
Centinela Valley School District Programs

Khalid Shah, Director, Stop the Violence Increase the Peace

Danny Tabor, Director, Inglewood Coalition Against Drugs & Violence

Karen Bass, Executive Director, Community Coalition

Stinson Brown, Los Angeles Police Department Jeopardy Program

Douglas Nelson, Field Officer, Amateur Athletic Foundation

PUBLIC TESTIMONY/QUESTIONS AND ANSWERS

CLOSING REMARKS - Senator Teresa P. Hughes

SENATOR TERESA HUGHES, CHAIRWOMAN: I thank all of you for being out so early. And so that we have an opportunity to know who all the people are who are present, I'm going to ask you to go around the room and introduce yourselves. That way, you can continue to enjoy your breakfast. (Laughter)

All right. We're going to start over here at this end. Miss, would you please turn around. Introduce yourself. You don't have to stand up if you don't want to and say where you're from, please.

***** INTRODUCTIONS *****

SENATOR HUGHES: Well, I'm Teresa Hughes. (Applause) Welcome.

It's indeed an honor and a privilege to be with the community to join for breakfast because, when we have lunch and dinner today, we should reflect upon the commitments that we made this morning. And this hearing is all about ...(gap in tape)... that each and every one of us in this room see that schools are safe for our children to learn. And we are responsible. It's not the police department; it's not the superintendent; it's not the principal; it's not just the parent; it's the entire community; and we have a stake in this. And we all, when we send our children to school, we want them to learn, that they have to have a healthy atmosphere; they have to feel secure; they have to feel that they can do their best. And you can't do your best if you feel threatened. You can't do your best if you feel unsafe.

So we are concerned about the safety of our children, and our children are our most precious possession. And when you send your children to school, we have something in the colleges that they say, locus parentus. It means the teachers are in place or the parents, and they have the charge and the responsibility for looking after our children. It's not only our teachers. It's the other people in the school that are classified as administrators -- the cafeteria workers, all the maintenance people, the custodial people. All of those people

who are around our children have the responsibility and we want to see that they live up to that responsibility.

Since 1989, the rate of homicides committed by juveniles have significantly exceeded the rate of homicides committed by adults. And I have other statistics and I don't even want to read them because they're depressing to me because I want to see the rate of people who help other people increase, not only helping the students but helping all of the people who belabor in the school room, helping all of the people who labor in and around the school community.

In 1993, I authored a law that established a grant program registered to the local county offices of education to define a conflict resolution framework. Kids, when they get up in the morning, they come to meet the challenge of the day. And the challenge of the day is to be an academic challenge, not a combative challenge, where we're challenging someone not to hurt you. You should be coming to school with a healthy attitude, not a hostile attitude. And unfortunately, that's what's happening. There's too many hostile attitudes that are brought to the school room. My goal is to have every school in the 25th Senatorial District develop a school safety plan.

Now people say, well, when something happens, we've got to prepare for when it happens again. We've got to prepare before it happens. Ask the principal here of Figueroa Elementary School. She was prepared but you can never become completely prepared for a sneak attack. You can never be completely prepared for any kind of disaster that happens in the schools.

Now I appreciate your attendance very much. I appreciate your getting up so early for breakfast. And I really want to express, number one, my appreciation to my wonderful Mayor of the City of Hawthorne, Mayor Guidi, who has been gracious enough to come out, even though he's sick this morning with a bad cold and I'm trying to keep a healthy distance. (Laughter) And it's very, very important that officials on all levels work together and with the community.

Now we have the 25th Senatorial District, which was made up of more cities than I even want to mention to you. I represent 850,000 people. That's a tremendous responsibility. And what I have to continue to do is to go through this process of what I call continuing education, to find out what the problems

are in our community, to know them, and to seek solutions. And it's not person who has the solution. It's the entire community.

So I just want you to know that we have a big job to do today. We are recording these hearings so that we can take this testimony back to Sacramento and study it. So before I go any further, I know that we always need the Lord's blessings for whatever we do.

And, Father, forgive us because I know that we all said a quiet grace before we ate. But before we embark on this work, I would like Father Buhr of St. Joseph's Catholic Church here in the community to give us an invocation.

FATHER GENE BUHR, SR.: All remain seated at this time.

I know that Senator Hughes used a little Latin expression there, loco parentus, but my Latin isn't that good so we pray in English.

We do place ourselves in your presence, oh, Father. Father of the heavens, if we can't see, then we cannot see. And all the things on this wonderful planet and in our area that we see and cannot see, we call upon you this morning to help us against violence, in favor of everything that is good in the love that you have shown us and to help us then in our neighborhoods and our schools and in our families and in the very hearts that each of us have, whether it be violence. So don't take away this threat to peace and to love.

I'd like to call upon Frances of the Ceci?? some 700 years ago, with his awareness of the violence of his day and how he prayed. And his prayer was: You can be for us, Lord. Make me an instrument of your peace. Where there is hatred, let me so love. And where there is injury, pardon. And when there is doubt, faith. When there is despair, hope. Where there is darkness, light. And when there is sadness, joy.

Oh, Divine Master, grant that I may not so much see to the consoling as to console, to be understood as to understand, to be loved as to love. For it is in giving that we receive. It is in pardoning that we are pardoned. It is in dying that we are born to eternal life.

In our commitment today, let us be less aware of the need of self, apart from the need of others, and so be committed to what is said before us today. We make this prayer to you, our Great Father and close friend.

Amen.

SENATOR HUGHES: Mayor Guidi, if you can stop coughing for a second (laughter), _____ brief remarks.

Thank you.

MAYOR LARRY GUIDI: There's not very many people I get out of bed for when I'm feeling this bad but Teresa is one of them.

We have a lot of history together. When I first was elected, we had a major problem with truancy, curfew, and violence. And the first person that I turned to was Ms. Teresa Hughes and she took it back to her office, put it together, and gave us one of the toughest curfew ordinances that only Hawthorne, Inglewood, and other cities could enforce without letting it be tied up by the attorneys of LA.

The biggest problem we have in our community is violence. I spend a lot of time on the campuses of the schools on the east side. They seem to be affected the most because of projects that our cities have done in the past, the over building and overcrowding schools. So now our school districts are left with portables, cramming 30, 40 kids in the classroom to try provide an education. We need to come out. And based on all these things, the topic is very corny when someone says: It take a whole village to raise my child. But, you know, it's true. We are the village here.

Every one of you that have come here today are the villagers, the people, the leaders, that are going to rebuild our kids. And unfortunately, as the government grows, they cut -- they cut and they cut -- and we're left with leaders that are trying to continue to squeeze a blood from a turnip.

I'm very proud that Teresa is here in the city, and they cannot say that she is not -- and I'll defend her -- because Teresa's been with me for the last three-and-a-half years. She doesn't just come out at election time. She's been with this community _____ for Hawthorne -- I mean I know she's done an awful lot for us -- she's here all the time, 366 days a year because she always worked double _____. But again Teresa is a leader and a representative that believes in children; she believes in communities and that's what I appreciate, regardless of what Republican or Democrat or what our feelings are and who we support, we need to support the leaders that are here that believe in God and who believe in supporting our children.

And I'll leave you with one little bit that I read -- I think it was Father Gene who told me. He says: A community that doesn't believe in God will be a community that will perish. And you see a lot of communities that are falling apart because we're not together and we're not united. So again, as Father Gene says, make sure you get out and vote in November because it can be a total disaster to all of our communities for people that are working, that believe in children, and believe in the entire cities.

And I want to again give Teresa a big round of applause. (Applause)

SENATOR HUGHES: Thank you very much.

I'm going to call up at least two witnesses at a time to take those seats there so that we expedite matters.

First witness, first one that we're going to call today, is a very brave, courageous, competent administrator, Rosemary Lucente from Figueroa Elementary School. (Applause) She is really our hero because she is the principal of the school where Mr. Perez was teaching class in the library and was shot, a very tragic situation, something that everybody all over the United States heard about but she lived it. We sat back. We read it in the paper. We saw it on television but she was there and her children were there. And so her presentation is going to be about what happened and how we can deter violence like this and how do you react when you are panic-stricken and how do you go on from there.

I've been to Figueroa Elementary School. They're very, very upbeat, which is amazing, because they've got good leadership. They've got a good community. They've got a team of people -- young, old, middle-age -- who are helping.

So Mrs. Lucente, would you please share your thoughts with us.

MS. ROSEMARY LUCENTE: Yes. Should I speak into this? Do I need to be close to the microphone or no?

SENATOR HUGHES: Okay. That's a recording microphone; we've got a speaker microphone so you have to speak up.

MS. LUCENTE: Oh, all right. Fine. Thank you very much.

Good morning everyone. I am delighted to be here this morning and also wish to thank Senator Hughes for her wonderful support of our school during our recent tragedy.

We feel that a miracle is taking place because Alfredo Perez is still with us and doing very well. (Applause)

I know many of you saw the program yesterday, probably on TV. It was a program where they honored him at the UCLA Alumni Association and also the Latino Alumni Association of UCLA, USC, and Berkeley. So everybody, together, joined and he did come and he did speak. And all of us know of the scene that we saw last where he was taken out, unconscious, and in a coma for several days. So we know from what was said earlier that miracles happen and that _____ all of your positive thoughts and prayers helped and we thank you for all of your love and support.

Thank you very much.

We have with us a few people today that will help to share with you some of the things that we do at Figueroa Elementary School.

First of all, I would like to start with saying that we need to work on preventive measures. We need to work on education, primarily in the elementary school. We want very much to have folks have an excellent foundation and we do thank the folks in Sacramento who helped us with a 1:20 ratio in primary grades. We know this is going to help.

We feel that, first of all, we have to help students to become responsible, and we have a program in place in our school that we call responsibility education training. It's a program where everyone learns to be responsible through being self-managers. We have two of our students with us today and they will tell us a little bit about self-managers and what they do, and they will be very helpful as fifth graders. They've gone through the school for a couple of years with me. I've only been at the school three years but it seems like a lifetime.

All of us have worked hard together to become a family. So I took some of my Figueroa family with me. Our self-managers have to be friendly, helpful, and responsible, and you also have to work on self-esteem. Students need to feel good about themselves. They need to know that what they're doing is very worthwhile and that they are helping others, and our students who are self-managers get all the perks. They are the ones who are the monitors. They are the ones who are the hosts and hostesses and so on.

We also have worked on our earthquake plan which has turned out to be an emergency plan for all occasions. And one of the main things that we do is, we go through triage. If anything happens to the adults, what do you do? And this took place the day that Alfredo Perez was shot. These students were there in the classroom, the library, with him. And the students knew then, because we go through is the Assistant Principal in. If he is not, the coordinator is. If the teacher's not available, who is? The class president, and the class president took over and did see the students were directed. And although we don't want this to get out in the public, we found the students when they were together, walked in and the class president had directed everyone to kneel down and pray for Mr. Perez. So _____ that God heard him, their prayers. And that was something that made us feel as if, you know, the children have to learn to think. We're helping them in life and helping them to make good choices. And we feel that helping students to know what to do to become independent thinkers, helps them for the future and we know that these students have an arm for the future and life so we teach students life skills this way.

We do work on safety in other areas as well. And Ms. Westfield, who is our PTA president and community representative, will share with you a little bit about our program for safe schools.

Ms. Westfield.

MS. _____ WESTFIELD: Thank you, Ms. Lucente.

Good morning, everyone. It is indeed a great pleasure to represent 75 percent Latino students and parents, 25 percent African Americans.

At our school, we want you to know we are a caring family, for we truly believe that a school is only as good as the community in which it serves.

After the shooting of Alfredo Perez, we got together with _____, Ascension Catholic School, Southeast Police, community people, also the City Councilman's office, and we said we had to do something to take back our streets. And by that I mean, we guard 111th Street, 111th Place, 112 from Broadway until Hoover.

We know that budget cuts from the county may cut crossing guards, so we thought, if we got our cluster leader, Dr. Robert _____ involved, we bought walkie-talkies; we wore distinguishing T-shirts so that students and parents and

community people would know that we're trying to be there for safety for the children. We were trained by Officer Davis from Southeast Police with the backing not only of the new chief but the chief, Captain Small, who left. And we want you to know that it is working. Our shift starts from 7:15 to 8:15 and it starts from 10:15 until 11:45 and 2:15 until 3:00 p.m. And this is the way, we, as parents and community, of Figueroa Street School, feel as though we can help.

One of the things that we did, is we held a Town Hall meeting where the mayor was there, his representatives, the fire chief, the police chief, and our city council people, as well as our county people. And we did a strategy and plan that we're all working because it does take that entire village to raise a child.

One of the things we're involved with is through the City Attorney's office. It's Day of the Dialogue. It happens at 106th and Hoover at the Community Church. And one of the people that is responsible for that is Mable Pittman. Many of you know her as a community and child advocate, also the Vice-Chair of the community-based policing at Southeast Police.

We want you to know that the Police Department are friends for our students. They may drive by on any given day. They know the children firsthand. We have two police officers that is pilot project at our school where they know the children at a very young age; for when they leave elementary and go to middle school and high school, they know those officers. Usually the officers are there for maybe five to seven years.

We want you to know that the next Day of the Dialogue, the Violence of Our Community, is September 27 that will be held at Jordan Down's Community Center from 10 a.m. until noon. We also want you to know that teachers, para-professionals, parents, and students at Figueroa Street School know that our community-based policing is working. Many parents are involved and they sit on several committees -- Enhancement, Outreach, the Hispanic Outreach -- and we do cleanups in our community, for we know that children must learn how to feel good about themselves and the community in which they live. And I want you to know that Ms. Lucente has brought a wealth of knowledge to our school; for when she came there, our school was run down and she said: You cannot learn in a dirty environment.

And I'd like to thank her on behalf of the parents and the student for caring so much. She came from a wealthy area near Beverly Hills, and I heard her on the phone one day when one of the parents called and said, "I know you want to come back here."

And she says, "No. I don't."

She said, "I have two of the wonderful parents and community in my office and we're going to make a difference here."

And that's exactly what she's done.

And Senator Hughes, thank you for caring not only about this area but all areas, like the gentleman said, because it is people like you that set the example for what we need and I thank you. (Applause)

MS. LUCENTE: I'm going to have us hear from the students first: Tristen Williams and we have Rafino Salgado.

Would you both come up here just a moment, please?

They're going to just make a brief statement about some of the things we do to keep students safe, all right?

Tristen.

MS. TRISTEN WILLIAMS: Don't talk to strangers through the gate.

MS. LUCENTE: That's fine. Thank you.

How about you, Rafino?

MR. RAFINO SALGADO: About the self-managers? Be friendly, helpful, and responsible. (Applause)

MS. LUCENTE: A little bit of stage fright here. (Applause) Thank you very, very much.

All right. Mr. Slattery, one of our wonderful teachers who's also in charge of our gifted program.

When I first went to Figueroa, we had zero gifted-identified and I knew we have so many bright children. Now with his efforts and others in the school, we have 48 and he's helping head up this wonderful program.

Mr. Slattery.

MR. _____ SLATTERY: I just wanted to say, that how we've kept some of the problems down inside the school is that we've created an atmosphere where the kids are supported and it's possible for them to succeed. And the main thing

is that students want to be there; they want to be at our school; and they're happy to be there; and their attitude rubs off on the community; and that's how we got the support of the community by having the students find a safe place where they can succeed and achieve, and I think we've done that through our responsibility training.

We praise the kids in public and we discipline the kids in private, and I think this has really helped the morale of the faculty and the students and the community.

Some of the safety procedures we take is, that whenever the students leave the classroom, they're to go in pairs. Also, we have the perimeter of the school is always supervised at dismissal and when the students enter in the mornings, and this also helps cut down the problems. And as we've learned more about safety, the kids become more responsible and that's even created greater success at our school.

MS. LUCENTE: Thank you, Mr. Slattery. (Applause)

One of the things that we like to mention is that there would be a big, long presentation of the whole day to tell you about everything. But we do have students walked to the gate. Our gate is locked during the school day. But after that, we want to be sure students walk home with a parent or an adult or in groups, not alone. So we do teach children to do this. And if anything happens, for them to come back to school. So school is like a focal point for students where they do feel safe and they are able to have a wonderful life. We want them to know that school is life. They are learning life skills here; they're learning to become responsible adults.

We have many other programs in place because I know many of you know _____ at this time, thanks to wonderful Mayor Guidi and the Amateur Athletic Foundation also. We want to be sure that you know that we are very grateful for the whole community standing behind Figueroa Street Elementary School and we thank you all for your love and support. (Applause)

SENATOR HUGHES: That was just a sneak preview of what really goes on at that school and I've been there. It's fantastic.

All right. Now we'd like to hear from Bill Yabara, the Project Manager from GRIP with the LA County Board of Education Program. Mr. Yabara. (Applause)

MR. BILL YABARA: Good morning. I'm certainly pleased to be here to discuss a number of programs that we've been involved in, in Los Angeles County Office of Education. But before I go on with my presentation, I'd like to give my personal thanks to Senator Hughes for the time and energy she has spent in Sacramento lobbying for school safety throughout the state. And this year we will be implementing a new program which I'll address in a few minutes that I think is going to make a tremendous impact in our schools. But before I get to that, I'd just like to give you a little history of what we are in Los Angeles County Office of Education in terms of school safety.

In May of this year, the governing board of Los Angeles County Office of Education approved the actual Safe School Center which has developed because of the new budget that they have right now in regards to school safety. So that's one of the actual school safety centers to provide school safety training.

To date, we have provided training to 237 schools throughout Los Angeles County. And I really applaud Senator Hughes for saying that she would like to have every school in the 25th Senatorial District to have a Safe Schools plan of action. We feel we'd like to get the entire county to have a Safe Schools plan of action because it's tremendous, tremendously needed.

In addition to the Safe Schools training, we also provide gang prevention training seminars and things of that nature, crisis response intervention. And one of the things that I'd really like to mention about crisis response that we've had a number of serious situations this year and last year -- excuse me -- where we've actually had youngsters hurt on many of your campuses, I can't emphasize enough the importance of having a crisis plan in place.

I'll give you an example of the situation out in the San Gabriel Valley. A bomb exploded in one of the lockers and a youngster was seriously hurt. As a result of that, there was almost pandemonium in the entire city; and the school basically was unprepared to deal with it, unprepared to deal with the media, unprepared to deal with the parents in their community so they need to have a plan in place. Every school needs to have a plan in place because you never know what can happen.

I think we alluded to that earlier. It's critical. It should be something that's there, that everyone is aware of, that they practice at least once a year, and at least assign new individuals to make sure that it's current and it's responsive.

The other project I'd like to talk about -- in terms of projects, we have three major ones. The first one is a conflict resolution school on its reduction program which came as a result of two pieces of legislation, SB 1255 and SB 1043, which you know is these two bills were authored by Senator Hughes. Currently we have 38 projects in Los Angeles County. In 16 school districts, these programs are going to be funded for 30 years and the emphasis of course is instilling conflict resolution on its reduction activities for all the youngsters who attend those schools. Already this year, this coming year, we can double that amount.

Another project that we're really proud of, that we're managing, is the Gang Risk Intervention Pilot Program. And I've noticed that Dr. George McKenna is here this morning. This was the gang prevention program that was designed after a program that he had initiated at George Washington when he was principal there. And this is one program that we feel that has made tremendous gains over the last four years and we're actually getting -- excuse the pun here -- a grip on some of the gang problems that we're having on some of our schools through effective intervention and prevention strategies.

So basically those are some of the programs that Safe Schools are planning that we do. We have several schools in this general area that are implementing either conflict resolution programs or gang risk intervention pilot programs.

I just want to say one more thing. I think it's important, that when we have good things that are happening in our community and schools, we have to showcase them. We have to let the entire county know what's happening at some of our schools and what strategies are being employed. So on January 16, 1997, we hope to, or we will, have a conference -- it's close to here -- in Culver City, the Red Lion Inn. And the focus is going to be conflict resolutions, school violence, prevention strategies.

We have learned a lot. I think we have a pretty good handle on how to implement, how to make sure that these programs have an impact on our schools, and also how to evaluate. So these are the things that we're going to hopefully share with the representatives from the entire county and communities

as well. So anyway, basically those are some of the activities that the Los Angeles County Office of Education has been involved in the last couple of years. (Applause)

SENATOR HUGHES: Thank you very much.

It's very, very important that we learn and share information, you know, something that works at one school may or may not work in another school. Or you may never have even thought of trying some of the things that have been tried.

I'm just delighted to know from Mr. Yabara that the County Board of Education is going to get together with some of the schools in LA County to share these ideas because you need to have this valuable resource information.

The next person that we will hear from will be a representative from United Teachers of Los Angeles. And if you will come up.

All right. From the American Federation of Teachers, Marilyn Atkinson who is a national representative.

MS. MARILYN ATKINSON: I think I can probably use my teacher voice and everyone can hear me.

SENATOR HUGHES: No sense in straining yourself. (Laughter)

MS. ATKINSON: Can you hear me?

I have with me also Bev Cook who is Secondary Vice-President of the United Teachers of Los Angeles who will speak with you about some of the things that are happening with the union in terms of the program that I'm going to talk to you about and I'm going to give you kind of a national perspective.

The name of our program is called "Responsibility, Respect, and Results -- Lessons for Life". Basically it's a program to enforce, establish and enforce, standards for conduct and standards for academic achievement. This program evolved as a result of polls over the last ten years that kind of showed us that the public is saying the same thing that teachers have been saying for years. Standards work. We need to go back to basics. Discipline has been on the decline actually and so has the academic achievement. As a result of focus groups and polling done by the public agenda, we came to the conclusion that someone had to make that African cliché *It Takes a Village* a reality, and that's what we have done with the Lessons for Life campaign.

Basically it centers around what we call the Bill of Rights of Responsibilities which is ten components for establishing safety and order and an environment in which learning can take place. But the importance of our program is the fact that we reach out to all of the stakeholders. Some of you can remember, and I'm sure there are not too many of you in here who put that X by the 50-plus box as I do, but some of us can remember back in those days when the village really did exist.

I can remember having to walk so many miles to school, et cetera, et cetera. But the important thing is, that everywhere I went, the rules were the same. I was expected to behave a certain way at school; I was expected to behave a certain way at church; I was expected to behave a certain way at the park. Wherever I went, everyone had the same expectations. And as I like to tell my son, everyone had access to my behind. (Laughter) If I misbehaved, I didn't have to wait until I got home to be punished. Momma Woodard across the street or Aunt Cal down the street would take care of it and then she'd call my mom and say, well, don't worry about it. She's okay now.

We've gotten away from that and I think we probably need to take another look at where we have gone wrong and what we can do to improve that because we all have a stake in this. Maybe your children are grown like mine and maybe you're a proud grandma like I am, and maybe some of us have circumstances where we can ensure that our kids get the best possible education. But that isn't the answer because all of us are going to be victims if we don't take care of our children today.

And I like to tell the story of, telling my son, when I get old, if you don't want to take care of me -- I only have one kid -- if you don't think you can take care of me, take me to the South 40 and shoot me. Don't send me to a nursing home. Too often what happens to our children who fall through the crack is that they get jobs in nursing facilities, day care centers, and McDonald's. And I don't want a kid that I have and you have let fall through the crack be responsible for whether or not I make it to 95. So I'm willing to give everything I have, even though part of this is my job; part of it is also what I do and who I am. I believe in children and I believe that working together, we can make a difference. Only working together will we be able to make a difference. (Applause)

MS. BEV COOK: I'm Bev Cook and I'm Secondary Vice-President of UTLA but I'm straight out of the classroom, and I actually have a former student here, Kevin Ross (laughter), which I'm very thrilled because he has really turned out to be a wonderful person so I'm very thrilled. I don't think I had a lot to do with it.

SENATOR HUGHES: She said "turned out" (laughter)...

MS. COOK: No. He started out well too, really. (Laughter)

But anyway, I am here because we stand here in this room as the only teacher advocates for high standards and safety in the classroom, and I could also say to Teresa thank you for many, many things. Teresa has stood with us. She stood with us when we went into year-round and overcrowded.

The first time that I ever spoke in public was in one of Teresa's meetings. She stood with us when we were out on strike. She stood with us. Whenever we wanted anything to have to do with education, we go to Teresa first so this is -- I really want to thank you in public and tell you thank you for everything you've done. (Applause)

But what I'm here today to do is talk about our program. The United Teachers of Los Angeles, we're working for the program Responsibility, Respect, Results, Lessons for Life. I have packets here that I will give to a representative from each one of these groups, just to tell you what we're doing.

The program, as Marilyn has told you, it's one thing, the Bill of Rights, Responsibility and Learning, which we want you to see, and there are ten different things that we want -- it's all students and school staff have a right to schools that are safe, orderly, and drug free. I'm not going to read through them. I hate people that read through everything. (Laughter) All students and school and staff have the right to learn and work in school districts, schools and classrooms that have clear, stated, and rigorous academic standards. And believe me, I don't know of a teacher whoever goes into teaching that says I want mediocrity. We want high standards and this is what we're working for and this is our union. This is our union plan for this year.

We want people to sign on. We have a resolution which Teresa Hughes, Senator Hughes, is one of the first ones to sign onto it. We want to work with all the communities here. It is amazing just to come here to see all these different programs. And what we have to do is get together and work together because we

all care about the kids. So I hope that, if I don't do anything else today, that I network, get your cards, so that Marilyn and I can work with you, not against you.

Also I want you to know, that the first thing that we ask our teachers, this was part of our program when we kicked it off at our main leadership conference, which you will see here. The first thing we ask the teachers to do is go back and put a safety plan into place to see if theirs is there working; if not, to get it to work. Also, the Los Angeles Unified School District is working to get a complete safety plan together.

I have been involved with a great number of community members and principals, cluster leaders, and the district to work on this and they're working hard on it so that you know that we as teachers, as well as parents, administrators are working for exactly what we're all working for.

Thank you.

MS. ATKINSON: I think there was one thing that we really need to emphasize, and that is the fact that our program can work as a catalyst for all the other things that you're doing. It is not meant to be in competition with anyone; it is not a stand-alone program. But it provides some standards and some things that you can attach your program to or we can attach our program to yours or whatever. But it provides a vehicle by which we can work together. And I think that's the operative thing. I can't say that enough because there are so many wonderful things that are going on. But if we pull our resources, maybe we can eliminate a lot of the reproduction that we're doing and the redundancy and we could actually make some things happen. So hopefully we'll get a chance to speak with you after this meeting and look at ways that we can work together.

I forgot to mention one thing. We are going to be working tomorrow with the Los Angeles County District Attorney's Office, the probation officers, and two of our clusters to work on a truancy program and end the violence in that area and maybe do a grant on it so we are starting the work.

SENATOR HUGHES: If you don't get around to speak to everyone that you'd like to speak to today who is in attendance, I want you to know that my office has a list of all of the attendees at this conference and hearing this

morning. So all you need to do is to call my district office and they'll be very glad to send it to you.

Sharing is a real expression for caring. And so sharing your resources, sharing your knowledge so that we can help one another is really what I'm hearing.

Thank you very much _____. (Applause)

Now we'd like to hear from Centinela Valley District and their programs. Steve Goldsmith, the Director of Juvenile Diversion Project. (Applause) And Candice Porter, Director of Community Relations. Is Candice Porter here?

All right. Mr. Goldsmith.

MR. STEVE GOLDSMITH: Good morning, everyone.

First, I want to thank Senator Hughes for inviting us and for having this event. The Senator sits on our Board of Directors. We're a community-based, nonprofit organization serving Inglewood and Lawndale, Hawthorne, Gardena, and the county areas, unincorporated areas within it, such as Wiseburn and Lennox. And the Senator and particularly also her staff, all of them, every single one, whenever we need some help with anything, whenever we have a question or an idea of where to look for something, her staff is really tremendously supportive, and I see them doing this for all kinds of organizations in the community so we really appreciate that.

The Juvenile Diversion Project began 22 years ago and was founded by these five bodies, the four cities in the county, and over the years have always tried to be and worked collaboratively with all the organizations in the community, and our aim is to intervene with youth who are at risk for getting involved in the criminal justice system and to do programs that will prevent that from happening. And we began about four years ago a very innovative program using mediation with youth which has grown in three different directions. I'm going to talk about the first two of them and then come to the third, which is school based.

We began with a program that takes juvenile offenders, first- or second-time offenses, minor crimes, and have a mediation between them and the victim of the crime for the purpose of reaching a restitution agreement, an agreement for the youth, to take responsibility for what they did, and to pay back to the victim

whatever the victim wants and that's a negotiated settlement. This meeting is handled by volunteers from the community that we have trained to be mediators. And in the course of the meeting, the victim gets to talk about what the crime was like for them. And in the course of that, the juvenile gets to hear that there's a human being involved, even in the minor crime of what some might consider minor crime of graffiti. They learn that there are people, that the community is upset by it, that the person whose property was defaced, is extremely upset. And as a result, we are seeing 93 percent of the youth that come through the program not getting re-arrested. And so we see that it really, really works because typically you would expect 30, 35 percent re-arrest.

Then a second program that has evolved out of that is that we found that another area of conflict for youth is in the home. We're part of a collaborative in which every element -- police department, district attorney, probation, social service agencies -- are faced almost on a daily basis of a parent that calls their office and says: Get this kid out of my house. I can't stand it any more. He's abusing me. He's, you know, physically or verbally abusive to the other children. He's just out of control or she's out of control. She's running away, whatever, you know, and what do I do?

And nobody has had a solution to that. They're technically called status offenders, that is, that they haven't committed a crime but they are not responding to the normal, reasonable requests of their parents and acting out in very destructive ways to themselves and to the community. So we have launched a new program just this last month or two, which we call FARS, Families Able to Resolve Situations. And here we do a mediation, again, using volunteers that we trained between the parent and the child to examine what are, to re-open the communication between the two, examine what the problems are, get agreement of what the problems are in the family, and then try to reach a written agreement to resolve each and every one of those problems, whether it's staying out late, truancy, whatever the problems the family brings up. And although our program is quite new, similar programs around the country report 75, 80 percent success in the sense of not having to break the family up, stopping runaways, stopping parents from filing, having to file petitions in the court to have their child declared incorrigible, et cetera. So those are two very successful programs.

And the third one is a program that we call STARS, Students Talking and Resolving Situations; and this is a school-based mediation program where students are trained to be the mediators. And when youth get into a fight or are about to get into a fight or have already gotten into a fight and the threat that they're going to bring in six or seven friends on each side and turn it into a major melee, they can come to mediation, sit down, and reach agreement to end a dispute. And our program is to go into as many schools as we're able to, to help the school set up the program, develop a liaison person in the school, a coordinator, if you will, that will part-time be in charge of it, train the mediators, get the students to decide what to call the program. There's a student faculty committee that decides which cases will be accepted for mediation, like will we accept a case between gang members? Will we accept a dispute between a parent, I mean, a child and a student?

The school decides all of these things, and of course all the decisions of this committee are reviewed by the school administration. And so far, we're working, this is the third year in Lusinger?? High . Crosier?? in Inglewood High in Inglewood. We're also working with Yukon. We did trainings for Yukon Intermediate, and this year we hope to assist Hawthorne Intermediate, Hawthorne High School, which also has a program that they developed on their own similarly. And the value of these programs are that small fights remain small and maybe are cut off before they become a fight and certainly they don't result in large fights. And this program, at Lusinger, we've seen extremely excellent results, along with, Lusinger has a whole series of programs -- the GRIP program; they did a program with the Justice Department called SPIRIT and several other anti-violence programs on campus. And the school year ending last year had almost a 50 percent reduction in suspensions due to fighting. Suspensions, oftentimes we hear bad news about Lusinger, but this is some very good news that in the school year, 94-95, there were over 300 suspensions due to fighting; and this last year, it was down to 150. And Ms. Delgado, who supervises a lot of, all these different programs, has been instrumental in supporting them and bringing them in, has along with the entire staff, have proven that these things can work, they do work, and we can have a positive effect on the climate of violence in the schools and they get into, instead a climate of peace.

This allows teachers who, instead of having to deal with a discipline problem and take it to the office and be distracted from their teaching can refer youth to the mediation program, and that puts the responsibility on all three of these type of mediation programs. It puts the responsibility for resolving the conflict on the participants. The students who are the disputants must solve the problem. The parent and the child who are in conflict must solve the problem, not somebody else coming in and fixing it for them. And then similarly, the youth who has committed a crime, it becomes his responsibility to be accountable and take responsibility for what he did and resolve the dispute between him and the victim. And as a result, we see that these programs work and we think that they're part of a comprehensive program and work in conjunction with all the other programs that the people in the room have put together as well, and so we are very happy to be part of this community collaborative and we think that that's what will work. (Applause)

SENATOR HUGHES: We have Candice Fuller...

MS. YVETTE JOHNSON: Candice Fuller isn't here today, but my name is Yvette Johnson and I'm also from Behavioral Health Services and we are a Drug and Alcohol Facility here, in the City of Hawthorne, and we have 13 facilities around the Los Angeles area. I mainly deal with the residential programs. Our residential programs have men and women from 18 to -- I think our oldest residents -- and we have right now 60, 70 years old. We also have a Women and Children's program.

What our residents do, we have a panel that goes out to the schools and they talk to the young people about being on drugs and alcohol, about early pregnancies, about AIDS education, about the violence that got them to our facilities. We also have a program where the schools bring, from the ages of 13 to 16, to our facility twice a year and they sit down and they go through the process of finding out what our residents do every day, how they got there. It's kind of like a Scared Straight type of thing.

We don't want them to think it's a prestige to be in a recovery center, but what it does is gives the young people an opportunity to know, that if they have friends or parents or relatives, that there is a place where they can get help and it also gives our residents the opportunity to talk to a young person because they

never had the opportunity because of their drug addiction to talk to their own children. So it's a win-win situation.

After these classes, we get a lot of phone calls from the kids secretly saying, well, you know, I think my brother's using or I think my uncle's using; what can I do; how can I help? And they come back and this is the fifth year that I know that we've been involved in it. And we have about 10 kids that have been coming for the last five years and they're growing and you get to look at them and they're being more important. And I'm wondering one day, what are they going to be? What are they going to do with their lives, because they're learning each year more and more about, to say no to drugs, what drugs can do to people.

We like to show them some of our residents that have just came in, that has, like two or three days off the street and look horrible and let them see what you look like when you first come in the door because it's really good for a person to dress up in a suit and stuff and say, yes, I was an ex-drug addict and stuff like that. And that's all fine and good because they need to see that they can become something else, but they also need to see the ugliness, the ugly side of drugs, and the residents in the wheelchairs that have been out there trying to get drugs and gotten shot and killed over trying to get drugs. So that's what we're trying to do.

If any of your schools would like to call on us to come and bring a panel out or like to come to one of our facilities, we'll be more than happy to accept the opportunity because, the more our residents talk about it and get it out, it's good therapy for them and I think it works well for the students.

Also, I'm the President of the Centinela Valley Task Force for Drug and Alcohol where Gardena -- I'm sorry -- where Inglewood, Hawthorne, El Segundo, and Lawndale. And what we do is we try to do at least two to three seminars a year for drug prevention for schools and for children. And we put on different programs and seminars. We take kids to the beach or to the park and we have morning breakfasts like this where we present a subject. We're having one coming up soon which is going to be on media literacy, all the billboards and stuff that attracts the kids, you know, like the little Camel cigarette guy, they want to wear the T-shirts and stuff like that, and it's real important to find out the little subtleties that they stick up on that you would never think about day to day.

So I'm happy to be here. I thank Senator Hughes, and I also thank Pablo because they always support us. I work in a field where, you know, I work with adults primarily so a lot of, you know, they're on the -- people are sick of them, you know. They're sick and tired of the adults and stuff. But Pablo and Teresa have shown that they're still important because they have children. And the adults are somebody's -- they have mothers and fathers, and they can still be productive if they can just be given a chance.

Thank you very much. (Applause)

SENATOR HUGHES: I'd like to at this time recognize a dear friend of mine who was a columnist and a wonderful, wonderful school board member of the City of Inglewood, Larry Aubrey. (Applause) I've never been in a parade yet where Larry Aubrey wasn't standing on the side waiving to me. He's always there. He's everywhere in the community. And as what community? All of LA County, Larry is there.

Now it's a great pleasure to introduce an Assemblyman-in-training, the Assemblyman-to-be elected in November who is here sitting next to me from the 52nd Assembly District, Carl Washington. (Applause) He's currently a Deputy for Supervisor Yvonne Burke and it's going to be her loss and the Assembly's gain.

Anyone else _____?

Now moving right along, and I don't want you to be frustrated, because at the end, we're going to have time for questions and answers because you listened very attentively but you, I'm sure, have some other things that you could share with us too, even if you didn't get the mike yet.

All right. Community Networking Programs, the whole group of them. Now we'd like to hear from Stop the Violence Increase the Peace. (Applause) Khalid Shah, Director. From the Inglewood Coalition Against Drugs & Violence, Danny Tabor, Director. (Applause)

Thank you.

MR. KHALID SHAH: Thank you.

I'd like to, first off, as everyone else did start, by thanking you, Senator Hughes, for your support of Stop the Violence Increase the Peace Foundation and everything that we're doing in the community. But I also like to say this, I really

like to thank you for being a person who is not judgmental because most of the youth that we work with are at-risk youth; and there seems to be a large segment of our population that seems to think that they're a throw-away generation. And I'm here to say that there is no Generation X. They all matter. So I want to thank you. (Applause)

I also want to thank you for your support of our last year's activities. Many of the people in this room were a part of those activities. We had a 5K, 10K run at the Great Western Forum that was very successful and we want to thank everybody who was involved. We had a great time; we had over 1,000 runners out.

The first time in the City of Inglewood, I think that was the largest event they've ever had; am I correct?

I want to thank you again.

Last year we endeavored to pull organizations together across the County of Los Angeles that were dealing with the issues of violence, and that run was the culmination of those activities. And again we had a great time. We really appreciate the Inglewood Drug and Violence Coalition and all of the people who are here -- the City of Hawthorne, Inglewood, Lawndale -- everybody who participated -- Supervisor Yvonne Burke -- a great supporter. We want to thank you again.

Very briefly Stop the Violence Increase the Peace Foundation was formed back in 1989 primarily to deal with the issues of gang violence in our community. One of the things that we found out in dealing with a lot of young people, that there's a lot of distrust, a whole lot of distrust, among young people toward the older generation, political figures, people of that ilk. And let me say that it's really important that we understand we have to bridge that gap. We can't, we can't, I can't say enough about them. We have to bridge that gap because most of the young people in our community, even those young people that we think are ace students or the good youngsters, are listening to the young people who are involved in gangs. I mean, it's a part of the whole culture. But when you listen to the music, you know, they're following the trends of the music, the dress code now, is all a part of that cultural situation. So it was so important that we

become involved in that aspect of working with our young people and bringing them to the table.

Since then, we formed and put together a number of programs in our organization. One is our school intervention program by which we created a number of peace clubs in various schools throughout the county. And in those peace clubs what we do is talk with the young people; we take radio stations in, artists, rappers, and various people that these young people can identify with and talk with them about the issues of peace.

We also created, and I think it's absolutely important, I think it should be mandatory that we have conflict resolution programs in our schools. I think it's absolutely necessary because we're living in a time when young people don't even know when they're crossing the line. So I think that we need to look at that as also one of the things that we're, you know, that we're trying to implement in our schools. But that is a part of our program that we work with a number of doctors and professionals to implement that in our program.

We also have a mentoring program -- I stated a conflict resolution program on Tuesday nights -- at our offices in Inglewood. We have a counseling session where we have between 20 and 30 young men and women who come out with their parents that get involved in talking about the issues of violence, not only at school but what goes on at home, because nine times out of ten, what goes on at school is a reflection of some of the things that are happening at home.

We work with, as I stated, a number of other violence prevention organizations and I'm very proud to be a part of the Violence Prevention Coalition of Inglewood who has been very supportive of our activities in the Inglewood area. There are a number of other groups, Centinela Valley Juvenile Division project, that we work with -- Roberta Mack -- and just various programs. We're coalescing to work on this issue together and I think that's important.

But again I want to end by saying this, Senator Hughes, and it's really important to me. I don't think that there is an X Generation, that when we talk about young people falling through the cracks, we're talking about our young people. I think that it's a shame that prison guards are being paid more than school teachers. I think that's insane. (Applause) I think something is wrong with our society when that's allowed to happen and all of our children matters.

I'd like to say that we've seen and talked with hundreds of young people since we've been open. We've actually been out on the streets working with these young people, taking drugs from these young people. I wanted to share with you a little story that happened about two weeks ago because we have a 24-hour domestic violence hotline and a 24-hour gang hotline.

I got a call at about 1 o'clock in the morning about two weeks ago, and there was a group of young men who knew each other; it was on 84th place and they were out in the middle of the street getting ready to kill each other. One of them had an ax and was swinging it at the other fellows, so the parents and the people on the street were a little afraid to deal with this young man.

I was fortunate enough to be able to talk him out of, you know, harming the other young man that he was attacking. But this young person was so angry, that he went up to a house and took his fists and drove it through a plate-glass window. He lost the use of his whole arm. It cut every tendon in his arm. But what happened, the interesting thing about that whole scenario, is that this young man was so angry, he was so angry at something, that he didn't even realize that he was bleeding to death and we were fortunate enough to be on the scene to, you know, to wrap his arm and work with him and work with his parents and basically save his life. But that's the kind of work that we do on a regular basis. And it's so, so very important that we all work together and realize that there is no throw-away generation.

And I'm saying this because I want you to know that I used to be an ex-gang member but I've saved lives. And if somebody had not reached out to me, I wouldn't be here today and those hundreds of people that I've been able to affect wouldn't be here today. So I'd like to thank you very much again for the work that you're doing and the support, the genuine support, that you're giving and thank you again. (Applause)

MR. DANIEL TABOR: Good morning, Senator. Was it Assemblyman-in-training or Assemblyman-to-be? (Laughter) And to all of you who are here.

My name is Daniel Tabor. In addition to being the former city councilman in Inglewood, I'm very active in juvenile diversion and diversion projects but it's a pleasure to be here today as chairman, not director -- I'll introduce him in just a second -- the Chairman of Inglewood's Coalition for Drug and Violence

Prevention. I tell people I'm the volunteer. Delia Concil?? who is, I believe in the back of the room, is the paid staff director. And she and Yolanda Becera Jones and Keith Washington who are here make up all but I think three of our staff members who are not here.

In addition to that, I should tell you that Inglewood's Coalition is just that. We are not a direct-service provider. We work through the resources of other organizations to collaborate programs, of activities and strategies around substance abuse and violence prevention. From our very beginning, we intended not to ever become a direct service provider. We believe that there were agencies far superior to ourselves that were effectively addressing problems. But what was necessary was someone to assist in the collaborative effort.

I think someone spoke earlier that most folks get started and recognize that they're in competition for available resources. What we recognize was a need for those who are trying to stop the violence, to those who are attempting to address substance abuse in the community, there was a need for someone to assist them in working with others like themselves in non-competitive ways to extend and basically leverage the resources that are out there. So that's the work of the coalition.

Now what we think about what should be done in the classroom or on campuses, well, first we recognize that schools are perhaps the most under-utilized resource in all of our communities. Obviously we recognize the work that teachers do, administrators do, indeed parents, and students do during the school day. But the fact of the matter is that those seven or eight or nine hours of the school day are often followed or preceded by days when there is no instructive activity targeted at young people. And in fact, we recognize that those young people who are often blamed for the problems of violence or substance abuse in the community did indeed learn from the adults in that community. So we see the need for a comprehensive program that addresses not just the individual but the family and in much respect the neighborhoods and in other respects, the full community -- cities or counties or whatever the organization may be.

Now I'd like, as a demonstration of who the coalition is, to ask you to raise your hand if you're involved in any way with the Inglewood Coalition for Drugs &

Violence Prevention. You'll see that we're reflected in a variety of measures. We have organizations that work with adults or organizations that work with young people. You'll hear from some of our young people, youth beginning to make a difference, through the public testimony part ...(side 4)...violence was an attitude that was being trained in young people, that the curriculum, whether it was math or science or history, needed to reflect strategies of non-violence in his teaching so that young people saw it as an alternative to addressing the problem rather than something that he talked about on a weekend or in a club meeting and then you go out and you instantly grab the next person when you have a disagreement. So we need to think about how we can develop a strategy of including non-violence curriculums as part of the normal classroom development, teacher-training development, and then instruction in the classroom.

Many have talked already about alternative dispute resolution programs. We'd like to see that expanded so that their K-12, that their mediators are trained, 6-12, and it's almost a class, similar to that of office practice, where you can sign up as an alternative when you've completed all your credits, you can be trained as a mediator and serve your school at that point.

And finally, we'd like to see you, Senator, continue to take the lead in addressing this as a public policy issue. We think that the real effort, the real resources that are made available to us, are not only those of government but those of the broader community, and through your effective public policy, through the adoption of that policy, by business, by the other forms and levels of government, by individuals, that we'll be able to effectively prepare a comprehensive community-safe program that will allow the full utilization of resources that are available to you.

What I'd like to do is to share two programs of the coalition. One, we've asked the Inglewood City Council to move beyond just the registration of Saturday night with elimination of the sale of Saturday night specials in Inglewood but to develop a full, comprehensive program, of registering, of having every Inglewood resident or business register the weapons that they currently own. We don't wish to take these weapons from anyone. We just simply want the police to be able to know, that as they respond to calls for assistance in his home or in his business, that the owner has a weapon and that that owner knows how

to effectively utilize that weapon and that that owner has safely locked and secured that weapon so, that when they get in, they're looking for the bad guys, they don't have to be concerned about that owner making a mistake and pulling the gun on him and then accidentally injuring the owner.

Clearly we know that it's controversial. But the fact of the matter is the continuous loss of lives is more controversial. And one way to effectively maintain vigilance is to be aware and that through registrations, both the ammunition that's sold in the community and the guns that are possessed in the community, we believe, our community will be much safer.

In addition to that, we recognize that there's been generally, we don't call it an absence, but an under-representation, of men in the struggle to rid our communities of violence and substance abuse. So on October 19, we're joining with Women in the Coalition to work together, to come out, bring their young men to a breakfast at the Youth Center at Centinela Park, Saturday, October 19, from 7:30 to 10:00, and have men sit down and begin planning strategies to address violence and substance abuse.

What can we do as men, not to point the finger at one generation or the next. There's no Generation X; it's Generation Us. And the fact of the matter is, we as men must be more responsible. We are aggressively involved in addressing these problems and we think the solutions are right here amongst us. So we invite men to bring your young men out. And, ladies, if you happen to be the mothers and sisters of men, of young men, who don't have men in the home, call upon the Coalition -- 310-330-7999 -- and ask us to help identify some of the young, young men to this breakfast so that they can participate in this National Day of Atonement as part of our recognition of the Million Man March and other organizations who draw together to recognize that men have a role to play and we're going to design that role to be effective in this problem of violence in our schools and our community.

Again thank you for this opportunity this morning to share this work of the Coalition. (Applause)

SENATOR HUGHES: Yes. It's a man's job; it's a woman's job; it's everybody's job; and we've got to take on that responsibility.

Now from the police department, LAPD, Stinson Brown, the Jeopardy Program. (Applause)

And joining Stinson Brown from the Inglewood Police Department, Rites of Passage Program, Mr. Ruben. (Applause)

I'd like to call our city the finest, certainly the finest and the bravest who serve us. Thank you.

All right. Mr. Brown.

MR. STINSON BROWN: Good afternoon, everyone.

First of all, I'd like to thank you, Senator Hughes, for having me here and inviting me and thank you for your vision and unconditional love when it comes to young people.

Assemblyman Washington, it's been a pleasure working with you in the past. I look forward to continue to working with you as well.

Today I want to share some information with you about this program called Jeopardy. Jeopardy is a youth intervention program that was developed in 1991 in the value vision at which time Chief Mark Croker was a commanding officer.

In 1994, as a result Chief Croker being the Chief Deputy of Operation Soft Bureau, he decided to bring this same program to the Soft Bureau area. And when I say "Soft Bureau", I'm talking about 77 police stations southwest, southeast, where I work, which 108th and Main, and also the Harvey Gateway Area.

Jeopardy seeks out those youth between the ages of 8 and 17 who are peripherally associated with gangs. Those young people who lack academic achievement, those young people that come from broken homes, and many times dysfunctional family backgrounds.

What we've been finding when we do our interviews with the families from a referral is that there are three things that are consistent in these young people's lives that we deal with. One is lack of motivation, low self-esteem, and as mentioned earlier, anger. So what we attempt to do in the beginning is to talk to the parents and the child together in an interview and to assess, to the best of our ability, what are some of the needs of that family.

Now how we get the young person to really get involved with Jeopardy is we use a hook in terms of giving him what he wants, okay? What do they want?

They want fine arts; they want to be able to play basketball in a safe playground. They actually want police officers to be involved with them because they feel a sense of safety when we're around.

So what we've been able to provide with the efforts of the YMCA, going into the next Century, is a forum for young people to participate in martial arts. As I sit here today, we have probably about 200 young people from that area that are participating in a martial arts program. And every day, the enrollment is increasing. The instructors are all law enforcement instructors. There are a couple that we've allowed to come in to work with us who are community leaders.

We also have a dance program at the YMCA where we have about 30 young women from the ages of 5 to about 17 years of age to participate. The instructor is 18 years old -- she's a professional -- and she also works with our program.

The Jeopardy program was provided a grant by the Rand Corporation back in '94 in the amount of $300,000. The monies have been all used to provide salaries for our instructors, martial art instructors, dance instructors, those who teach art, and those who get involved in the sports programs. Also, the monies are used to provide all the sport equipment so that the families don't have that burden to worry about how are we going to provide shoes and Kung Fu uniforms and safety equipment and those things.

When you look at Southeast in a ten square mile radius, we have well over 80 main gangs in our area, over 80. We took a statistic about four years ago. We discovered about 90 percent of our youth are arrested by the age of 18, at least once; 75 percent are arrested twice by the age of 18; 95 percent do not finish high school; and 60 percent are dead or imprisoned by the age of 20.

Now what we do, in addition to the Jeopardy Program, is we had the opportunity in the past, to take a group of young people out to Ventura County. Ventura County has the only co-ed youth facility in the state whereby you have kids from the ages of 13 to about 24, 25 years of age serving time for crimes from stealing cars to murders.

These young people, when we go in there, they give their own personal testimony what led up to them being incarcerated. Many times, when we take the group of people that we have with us, they identify via a letter or phone call those

that are within our group that are perpetrating, in other words, those who are trying to really find a way to get involved in gangs or maybe even participate.

The Jeopardy program seeks to reach young people before they make that commitment in gangs. I've been working with young people for the last four years. I've been in the police department now for ten years, January 5, so half of my career has been committed to young people and I have never allowed a young person that's a gang member to participate in our program because peer pressure works when you're working with a lot of young people who want something good.

Young people want nice things and they deserve to have nice things within their own community. So with that empowerment, we encourage the young people not to be afraid to come to us and talk to us about things that are going on in their private lives or at home and they do. Many times we find out that the problem really doesn't lie with the child; the problem lies with the parent.

We also work as a referral with Inglewood, with Judge Dorn, when it becomes a situation where we really can't assist a young person; we refer them with a 601 WIC probationary hearing request. I'm sure Judge Dorn is probably sick and tired of seeing my business card attached to those forms but I will continue to send it to him.

We also work with Community, the Maxine Waters program, on 88th and Vermont. I'm also the advisor of that organization. We also work with LA STARS, People Who Care, and a few other community-based organizations in that area because it's important that we utilize the resources that are there within a community.

Jeopardy, as I sit here before you today, is being looked at by our department, is only a referral program. And I'll be quite honest with you. There are those in our department that really don't support Jeopardy. We have a lot of community support. I speak at churches; I'm also a minister. I speak at other different types of forums. And it's amazing that, when a lot of programs that don't work, there seems to be a lot of effort being made to keep these programs going. But when you have a program that is actually working and you see families being transcended, in other words, there's a healing process that takes place when you have parents who sit down and watch their child participate in

the dancing program; we've had three martial art tournaments at the sports arena.

Our last tournament, on August 25, we had over 800 young people compete, 800. We gave out 400 trophies. Every kid that comes to that assembly, to that contest, leaves with something. Parents break down in tears because for once they've been able to participate with their child in something where everybody comes out a winner, okay? I am proud of this program. I support it 100 percent. I have given up and passed up opportunities to promote in this department because of my commitment to young people.

I'll share this story with you.

What changed my attitude towards the area that I serve -- Watts, the greater Watts area -- is that one day in Nickerson Gardens, I was working with another officer and we give out baseball cards every year to kids that we get from Dodger stadium. They give us boxes of cards. And all the kids know the time of the season when they ask for these cards. So we had two of the kids go right up to the side of the door, and we purchase some baseball cards.

One of the young people was in a diaper, he was dirty, and had no shirt on; it was a hot summer day. They'd be trading cards. Well, the little one of the two indicated that he didn't have as many cards as his cousin.

So I asked him, I said, "Could you count these cards?"

Well, this little boy was about four years old. He couldn't count.

He said, "I don't know how to count."

And so I said, "Okay. Have your cousin count the cards and I'll make up the difference.

Just because I took that little extra time with the little boy, he reached up in that vehicle, huffed?? my name, and told me, "I love you."

And then in my own life I began to search and I asked God. I said: What is it that I can do to make a greater contribution to this community and to the people that I serve to let them know that it ain't about gangs, it ain't about drugs, it ain't about trying to be hard out here toting guns and stuff because I'll chase the gang bangers. I'll put people behind bars.

And let me tell you something. Anybody in this room can be trained to be a police officer and go out there and do that. But it's another and a greater

challenge to get involved in people's lives for transformation and that's what this program is all about, transformation.

I thank you for an opportunity to be here today, for having spoken. I'll leave you with this little proverb that I tell all the young people that I talk to.

There's four things in life that never return.

The first thing in life that never returns is the spoken word.

The second thing in life that never returns is an arrow.

The third thing is life.

And the last thing is a neglected opportunity.

Thank you. (Applause)

SENATOR HUGHES: Mr. Ruben.

MR. _____ RUBEN: Thank you, Senator Hughes. I really appreciate the opportunity of being here and just sharing for just a few moments with you and with the rest of our guests here today. I just really appreciate and I think I've been inspired by Officer Brown's presentation on Jeopardy. I really appreciate it and heard some good things about it and we hope we can do just at least as well in Inglewood.

Chief Oliver Thompson was here just about an hour ago and he had to leave. But when he first arrived in Inglewood about 40 years ago, one of the things that seemed to grab his attention initially was the carnage that he recognized happening among teenagers, especially black and brown young men, in and around Inglewood.

Hispanic gang members were killing one another; black gang members were killing one another. And he gave a challenge to the department that I never heard before.

He says, "I didn't come here to be your chief to continue helping you simply body bag kids, okay?" I want to make a difference.

We didn't know exactly how he intended to make that difference and what he intended to do to help us turn that around. We've been doing all that we needed to do. We were arresting people right and left. We were getting in shoot-outs with some of these guys and basically coming, picking up the pieces. But Chief Thompson started and gave us an inspiration about reaching out into the community and working with young people and getting involved through this

community-oriented policing concept. And the Rites of Passage program is simply an extension of his inspiration to us to make a difference in the Inglewood community and not to simply tolerate the continued body bagging of kids.

You _____ as police officers, we've got to do more than simply coming out and taking a report and measuring with _____ and all that business. What we've been able to do in three years of operation, we started with 35 young boys and primarily they were initially between the ages -- I think the youngest was 7 and the oldest was about 14, 3 years ago. We graduated 20 of the original 35. A bunch of kids, some fell by the wayside.

We had a little more success the following year because we admitted girls and Hispanics. We started growing and growing until today; we have 130 children, all groups here in Inglewood and the youngest is 4. What are we going to do with the four year old? A parenting program works with these children.

Essentially what we've done is designed and implemented the concept where young people who are at high risk, who've been referred to us through the school district and some have been sobered by their parents hearing about the program and the churches.

We take these children and we share information with them. We do other kinds of things. We go out on programs. We take them out on weekend excursions. We place them with a mentor after we have put that mentor through a police background check. We don't want to take anybody's child and place it with somebody who's going to make it at risk already. So far, in the three years and we are finishing up, and we'll be graduating our children this year in November.

Out of the program, we have not had, and all of these are "at-risk" children, we've not had one child to be arrested; we've not had one girl in the two years that we've been operating with girls in the program get pregnant. Every one of the children's grade point averages has risen. And we don't take, you know, we don't take responsibility or we don't pat ourselves on the back for that.

What's happening is that we involve the parents in the program. The parents we found are the key. One of the problems that we've seen in a number of programs is that we aim a lot of wonderful stuff at the children. And if the parents are not included, when the kids get home with all of this new, wonderful

stuff, the parents will sabotage it, okay? And that's what we found out by experience. And so our program, I think, is successful because we believe, and we operate on the premise, that no matter how messed up or screwed up a parent is, that no parent really wants to see their child not succeed or fail. And so we operate on that premise and so we bring the parent into the program. And when the children are in one room, the parents are in the other room. At the same time, we're going over the same information, helping the parent and the children to grow and to develop.

The other thing that we push is mentoring. As I mentioned, every child receives a mentor, adult male or a female, and we ask that mentor to commit for at least one year. We hope that a love relationship will develop and they'll stay with that kid forever but at least one year, and that has been a real help and help to us in terms of our program's success.

The police department is trying to help save children; we're trying to make a difference. We're not in the business of primarily trying to arrest young people. We're trying to guide young people around the criminal justice system, keeping our boys out of jail, keeping our girls away from the welfare office.

We believe that God has blessed us; He's helped us; and with your help and your continued support, we know that we're going to continue to be successful in Inglewood.

Thank you very much. I'll speak a little bit longer on that but I wanted to just get that little bit of information to you and if I can stand by for questions in case anybody has any.

Thank you very much. (Applause)

SENATOR HUGHES: I don't think you have to worry about what you're going to do. I think that that's where we should be --

MR. RUBEN: Be starting.

SENATOR HUGHES: -- beginning.

MR. RUBEN: That's true. That's true.

SENATOR HUGHES: You don't wait until they get 16 or 17 or 14.

MR. RUBEN: That's right.

SENATOR HUGHES: Early on.

MR. RUBEN: That's right.

SENATOR HUGHES: Remember the case of the little six-year-old that assaulted a child in the East Bay Area?

MR. RUBEN: Oh, yes. That's right.

SENATOR HUGHES: If someone at age four had gotten to that child early on -- so you have foresight. But our children are watching the boob tube.

MR. RUBEN: That's right.

SENATOR HUGHES: They are watching television with violence, continuing violence, and that's where they get these bad ideas.

MR. RUBEN: Mrs. Hughes, one last thing. A number of people have been mentioning that a lot of young people have been angry and they've seen that anger. Let me just give you one little example of something that we saw and maybe you can begin to understand why some of our young people are angry; and some young men have actually created a new art form that actually denigrates and degrades their mothers.

We encountered a lady whose children had been taken from her because of her drug use twice, and she'd gotten herself cleaned up and then she offended once more. And so this time, they took them permanently. Well, her son is ten years old, and we didn't realize he had begun to think quite like this but he said to one of our officers, "My mother had a chance to choose me over the crack pipe and my mother chose the crack pipe."

Can you understand the anger and the hurt and the foundational devastation of a child who begins to understand and internalize that kind of hurt? And so what do we have with a ten-year-old now and what can we do with him or her who has perceived themselves to be rejected by their own mother. That's what we are facing out here today.

And then we have an art form that is tolerated and financially supported by many of us that denigrates the same mothers and every other female who looks like his mother. That's what we see art work. (Applause)

SENATOR HUGHES: All right.

Our last two witnesses, would they please come up? Tony Newsome from the YES programs and also Diana Ingrahm from the Peace Team programs. (Applause)

MR. TONY NEWSOME: Senator, I want to thank you very much for inviting me here today to speak on the YES program. I, like Stinson Brown, if he's still around, I'm a Los Angeles police officer also and I was involved in the Jeopardy program when it originated in the San Fernando Valley. Actually, I grew up on the streets, 83rd and Western, you know, what I call it the Riots. A couple of teachers called it the Civil Unrest but I happened to be in it so it was pretty much of a riot at that time.

SENATOR HUGHES: It is still the beautiful 25th Senatorial District.

MR. NEWSOME: Yes, it is. (Applause) You're right about that. So when I was growing up, I saw a lot of changes really happening in my neighborhood. I actually saw, when the Crips first started and different gangs and then I said, I really want to make a difference. But the difference that I was making, I was getting straight Fs, sometimes Ds and Fs.

Then I went over to Lennox High School. I started Lennox High School. And what really captured me over there is that I had an opportunity to go to Ebbie's?? Showcase Theater. When the opportunity came in my life, all of a sudden, my grades went to straight As. I became president of Lennox High School in 1978 and I just took a look back and said what happened? This was the same kid who was set up for failure but success came.

Well, I was motivated -- I was stimulated -- to actually go for something that I was interested in. I was encouraged to start reading. After that, I did a little bodyguard work in the industry and then I got into the Los Angeles Police Department in 1989, specifically to enter and go back on the streets and work with kids. Well, in 1989, I got the opportunity that came on, Lennox Police Department in Jeopardy was starting in San Fernando Valley and then I got transferred over to San Fernando Valley and I started working with the Jeopardy Department. And it's outstanding. It didn't say enough about the program, but it actually brings the kids off of the street and offers them opportunity, something that stimulates their mind and encourages them. So we get involved in the program.

After working in Jeopardy for a while, I realized that this was pretty much in Los Angeles in the Valley. I really wanted to come back to South Central to start it over here. But at that particular time, it wasn't allowed to. So myself and

other members of the community started, which is called the Positive Results Corporation, a nonprofit organization. Basically what we do is we go in any area where people are interested and we work with kids but we work with them.

We provided so much for kids, the Jeopardy program and other programs. We've given them what they wanted -- karate, baseball, football. But after a couple of years, I realized what one young lady who, like myself, went from straight Fs to straight As and graduated from the top of her class who I was working with, she told me, Tony, you know, I didn't even tell you. But I thought about committing suicide a couple of months ago. And I was like, what had happened? Where did we fail?

We gave her everything she wanted but we failed to give her what she needed. That's what we have, careers and goals. So we started with the YES program. I left LAPD as a full-time officer. I remained as a reserve officer, and now I'm working also with LAPD Jeopardy program to provide these journals which is, yes, you empower student success. What they are, they're very neat, the kids. And we went to different schools. We're working, we're developing it over here in Hawthorne, La Puente. Mike Antonovich had asked us to come in his area, out by canyon country, Reseda High School.

What we do is we ask kids questions, like what do you want when you grow up first? I want a house; I want a car; I want a motorcycle. Then we show them how much the cost is to maintain these over a year. So the kids say, okay, well, I can get that -- I can get it from selling dope. Then we talk about freedom. And really, what they really want is freedom. They want to be able to have these things. They want to be able to exercise the right to maintain these things but they need to understand, that when their freedom is taken away, they can't have it.

So then we ask them, if you had any opportunity to have any career you wanted, what would you choose?

The kid writes down: I would choose, I want to be doctor.

There's a lot or kids out there who have dreams but no way of achieving or accomplishing those dreams. So what the journals do, first of all, as soon as the kid marks down "doctor", "journalist", "police officer", all the things that he would say or he would say "future doctor in training". And we teach teachers. We work

with teachers. Teachers are excited about this program. We used to give?? out three-quarters of the teachers of the schools we go to and say, you know what? I need some organization and structure in my class. So the books that that particular kid gets is introduction to the medical field, if it's a journal, a journalist, it has to do with journals, law enforcement, computer, and then we just work with that kid's interest and we start asking them questions at the beginning of the week. Every week has a different phase that the kid goes through -- positive results, excellence, success, integrity, determination, encouragement, National Appreciation Week, where they understand the freedom that they have in the United States of America. And then they understand the right, the kids work as a group to find out what does this country offer them, what rights do they have. And then they start to enjoy it and then they read on Monday about their careers and the question is asked: What do you find positive about this career?

On Tuesday, what area do you need to change to become more positive? At home, at school, with teachers, with other students, with parents doing your homework with your brothers and sisters? And the kids are able to apply these conflict resolution/conflict management programs to their future.

One of the things I found out is that, and with working with LAPD, is, that from the first grade, a kid usually sees to the second grade. And from elementary school to junior high school, that's where the problems come in, when the kids are allowed to see the end result, himself or herself, as a future doctor, future lawyer, whatever it is, future politician, then, right then, you've captured the kid's imagination.

And I really want to thank you. I know my time is really short. I can speak on for about a day-and-a-half of this. I'm very excited about it. But I really want to thank you. And we do have teacher training for any schools or any organizations in the YES program. Again thank you very much for having me here, Senator. (Applause)

SENATOR HUGHES: Your enthusiasm is contagious.

MR. NEWSOME: Thank you.

MS. DIANA INGRAHM: As we near the end of this program, I guess I can't say much that hasn't been said already. But first I'd like to thank the Senator for

this wonderful opportunity to share information. I guess I'm just, I'm really inspired and I'm a little overwhelmed at how many good things are going on and at the same time saddened that we really need all these programs. So I'm hoping that we can find a way to work together and synergize a lot of our efforts.

My name is Diana Ingrahm and I'm on the Board of Directors of Peace Team LA, and the focus of our efforts is implementation of a program called Peace Builders. As it's been said time and time again this morning, we really can't start this process of teaching children positive social behaviors early enough. Violence is a learned behavior, and Peace Builders focuses on K-5 students to help them understand how to build social relationships in a healthy way, inter-personal relationships in a healthy way.

It focuses not only on the child and the kid is the hero in Peace Builders, in the workshops, in the work books, in the many lessons, that also brings adults in the schools, the faculty, the staff, as well as adults at home, and neighbors and other members of the community into the Peace Builders' program. It's designed to help the common causes of hostility and aggression in elementary-age school children to prevent that.

Peace Builders focuses on positive actions. Often children are given lots of queues of what they should not be doing: Stop doing this; shut up; sit down, negative communication from adults and from other children. What Peace Builders does, is it tends to provide some very practical, easy-to-use tools and techniques that children and adults at home and at school can use in day-to-day interaction, using praising sorts of language, saying positive things, rewarding positive behaviors, no matter how small they might seem.

It's also founded in the notion that people want the very best for their children. Teachers want children to succeed in school and parents want children to succeed, and we as a community want our children, want our youth, to be successful. Peace Builders believe that it's absolutely critical to intervene in the pre-adolescent years, to make this a reality. The program itself is built on 20 years of clinical research and looked at that body of research; it pointed to about nine major strategies that are all implemented in the Peace Builder project. It's being viewed as a possible national model right now for the U.S. Centers for Disease Control and Prevention, and the Peace Builders program was awarded a

three-year grant to study its impact on 4,000 children in Arizona. Right now it's in place at over 100 schools, primarily in Arizona, also in California and Salinas primarily and here in Los Angeles as well.

It is here in LA; it's in eight cede schools right now, and those cede schools were facilitated by the LA County Office of Education. There are five other schools that are about to come on board now, and there are literally dozens of other schools that are extremely interested and enthusiastic and bringing this into their school. It's important to emphasize this is not a stand-alone curriculum. It was mentioned in an earlier presentation that we should insinuate these kinds of behaviors into every single course in mathematics and social studies and so on in the play yard and at home. And that's exactly what Peace Builders is about.

So in closing I want to thank all of you for sharing all of the great work that you're doing. We feel we have a wonderful program in Peace Builders. We're looking forward to implementing it on a very wide scale here in Los Angeles. And I think that what we are trying to do with our program dovetails it nicely with a number of the other efforts and projects underway.

Thank you.

SENATOR HUGHES: Thank you very much (applause) for information about the programs that work. It was a week before the Northridge earthquake. At Cal-State Northridge, we had a hearing in which we did the same sort of thing that we're doing here. We asked people from many school districts across the state to tell us about the programs that they had tried.

Out of all of the programs that we've heard, Peace Builders was the most outstanding. So then I went back to Sacramento and back to work and searched for some money, some money to help these pilots get off the ground and I'm delighted to know that we have several here in the County of Los Angeles and we will have them spread in other places.

And let me tell you where the money comes from, asset forfeiture. I never even knew what asset forfeiture was -- the drug dealers who have the big cars, the big houses, what have you, and the jewels. These things are confiscated and a certain amount of money is put aside for that. I went to the district attorneys and the attorney general, and I said we have to make certain that you take the money from the crime offenders and use that money in a positive way to help to

prevent future problems and that's what we've been trying to do with the asset forfeiture and Peace Builders. And I'm so thankful that the Governor signed the bill. That only means that we've got to go back to work next year and get more money because the crime is increasing, not decreasing. But with all of the effort of the people who are assembled here today and the kind of networking and intermeshing that we're going to do with the addition of the funds from asset forfeiture, we're going to have four-year-olds looking to long and healthy lives. You're going to have less of a need for the many programs that you have. But we have to have many approaches and yours is a very viable approach.

I thank everybody. I want to particularly at this time, before we get into any questions or answers, to particularly thank my staff who have worked so very, very hard at this. I know we're going to talk about the funding resources before we get to that last thing.

Douglas Nelson, the Field Officer of the Amateur Athletic Foundation. (Applause)

MR. DOUGLAS NELSON: Thank you. Good morning, Senator Hughes and Carl Washington-to-be-Assemblyman. We're all looking forward to the vote.

Thank you for the opportunity to come and speak today about the Amateur Athletic Foundation. Just a brief on the foundation and myself, I'm a 25-year-old individual. I grew up in Carson, California, and I took the opportunity fortunately to take part of many of the programs that have been addressed today and I have benefited from them certainly. And thank God that my mom and father led me down the path of taking advantage of the programs that we're offering in the communities.

Please continue in your efforts and we at the Amateur Athletic Foundation will hope to work with you and try to fund your organizations and youth programs.

The Amateur Athletic Foundation was started in 1984 following the '84 Olympic Games. We received an endowment of approximately $95 million from the surplus from the Olympic games. That surplus has been spent on primarily youth sport organizations for both young women and young men in the communities of Santa Barbara County. We sent?? San Bernardino, Imperial County, San Diego, Ventura, and certainly Los Angeles County. We fund all eight

counties, all eight southern counties of Southern California, and we've done primarily, we've expended $70 million over the last 11 years and primarily in Los Angeles County and other areas. I think that some of the programs are here in fact. I note that the Jeopardy program is one that we're currently looking at to fund, and other programs that we saw today were interested in funding and interested in working with.

I got my start, like many of you, in sports. And I played college football at Oregon State University and I grew up, as I said, in Carson and played at Victoria Park. And because of those opportunities, I developed into the human being that I am today. And I think that the Amateur Athletic Foundation certainly recognizes those opportunities that are given to you. However, the trend from the philanthropic perspective now is that many of the youth programs are being offered at our schools primarily because, as was mentioned earlier, these resources at schools are not being used after school and are not providing possibly the avenues for the youth to participate in.

While the students are on campus from, you know, eight hours to nine hours a day, there are after-school resources that can be used and we'd like to come in, along with other philanthropic organizations, to provide programs for them.

I'll go ahead and speak about some very good programs that I think we have ongoing and encourage each and every one of you to come up to me and ask me some questions. Unfortunately today, I do not have any business cards and they're on order. And so, if I can take any of your business cards, I will certainly take them and mail you our information. What I have provided, however, is a packet of information at this front table where the senator is that includes our biannual report which speaks to our serving youth over the last two years and since 1985. And in that packet, we have this little flyer here which denotes our coaching program.

And this particular piece, I think, is most important as we work with youth and those particular at-risk youths -- excuse me -- at-risk youth, quote, unquote. Sorry about that. What we've noted is that those youth are searching for various opportunities in the community to get involved. And for the last 11 years, we've

provided free coaching training for high school teachers, for at-risk youth, and also for community members and YWCA, YMCA coaches, and park coaches.

But let me speak primarily to our grass-roots coaching programs. For those individuals -- okay. For those individuals who are seven to 17 and up, who are interested in coaching, what we do is we come out for at least eight to ten individuals and provide six hours of coaching/training, that is, three hours of philosophy on sport and three hours of skills and drills. And what we find is, that those youth generally don't have anything to do in the community and don't have anything constructive to put back into the community. And so if they're able to participate as coaches and give back to the community in a constructive manner, we think it all the better. It also enables those individuals, hopefully in the future, to get jobs as coaches, and go back within the schools, the LAUSDs, et cetera, et cetera, and coach and show kids that there are ways of being constructive and positive in the community.

Lastly, we fund youth sport organizations. And all we ask that youth sport organizations have in their programs is TLC, which is teaching, learning, and competition. And if the sport organization provides teaching to those individuals that are participating and where the kids are able to learn and show progression and then finally compete on a level where all kids are able to participate and show that they've learned something over the course of the program, we find merit in those programs and generally do fund those.

And finally, the Amateur Athletic Foundation is chaired by John Argue who's an attorney here in Los Angeles. Our president is Anita DeFrance and we're located at 2141 West Adams Boulevard. I should note that we have the largest sports library in North America. And it's called the Paul's Inference Sports Resource Center. I got my start there because I was writing a book on collegiate athletics and was doing my research there. So I probably got on their nerves enough doing research that they offered me a job. (Laughter) But I tell you all to come down and visit our site. It's a beautiful one. And with the library, we offer some great things.

Thanks. (Applause)

SENATOR HUGHES: Now's the time for the audience's testimony. Before I get to that, I'd like to personally thank the people. This just didn't happen

because I said we're going to have a town hall meeting. It happened because there were a lot of people working together to make it possible. It couldn't have happened without your being present. I had invited several people who weren't able to make it for one reason or the other today, but there are a lot of people out here who are busy and busy people get things done.

And I personally want to thank Dr. Thelma Eaton in getting the staff together on this. And Dr. Eaton is basically a sociologist who believes in people and believes that all of us have talents and all we have to do is channel them together. So with my staff people, two handsome young men standing in the doorway, Les Roberson. (Applause) And the other handsome young man who is sitting to my left is Pablo Catano. (Applause) And it is really important that we continue to have community outreach. Now anybody who's been sitting here all morning and just dying to ask a question of any of the presenters, raise your hand or just stand up.

All right.

And give us your name and why don't you take the mike so that you won't have to...

DR. THELMA EATON??: If you'll come and stand in line, dear, we'll take as many as we can. All of those who would like to speak, come and stand in line behind the lady _____.

MRS. ROBERTA MACK: Hi. I'm Mrs. Roberta Mack with the Five City Torch Relay Advisory Council, and we are working with the City of Hawthorne and five other cities to bring after-school programs here with the Hawthorne Mall. Also we're doing outreach with Stop the Violence. And my question today is, that with our afterschool programs that we have here at the mall, country western line dancing, also modeling, and we are looking for mentors. So my question today is that we need help in our mentor program. We meet every Wednesday night at 7 o'clock and we are also putting together a retreat. So I heard a lot of good information today and I would like to have some mentors to help with our students' after-school program.

I'm also affiliated with Lusinger?? High School. We did the Five-City Torch Relay with them.

Thank you.

DR. EATON: Why don't you give us your address and phone number?

MS. ROBERTA MACK: Okay. My name is Roberta Mack. Address is 2930 West Imperial Highway, Suite Number 308. Phone number is area code 213-777-4893 or 310-672-8871.

Thank you.

MR. LARRY AUBREY: Thank you. I was going to suggest, Senator Hughes, that the students -- but I think the students will be speaking. That's fine. I just want to take a moment. I'm of course the Vice-President of the Inglewood Board of Education and I frankly don't understand, you know, why the district wasn't on the agenda, except that I've spoken to staff and it's on the other end. So we'll deal with that. I'm not sure why that's the case. I can't imagine that we wouldn't be on this agenda frankly, you know, why they wouldn't have responded but we'll deal with it.

I just want to say this for the record, however, we do have a number of programs in Inglewood having to do with conflict resolution, mediation, violence reduction. Some of the people in here are involved with those programs, including the Centinela Valley's Juvenile Diversion Project and others. And I might add for the record there's no question that you yourself was certainly in the forefront of the Peace Builders' situation. I was working with you at the time. There are at least three schools in Watts that I recall. The entire student body was involved, as you recall, and I think that's very important.

Also, your fingerprinting effort. Don't minimize that. That was a tremendous effort fingerprinting literally hundreds of students, a program that your office actually initiated. Now that's terribly important. I want to say this and then -- there's not enough time. But let me just say to you, we have also a program which is very interesting in Inglewood that's at Woodruff Elementary School -- Woodward -- I'm sorry -- Elementary School that involves UCLA, Drew, the DA's office, and others in dealing with African American youths particularly and their particular concerns as it relates to violence prevention. It's at the early level -- I think it's the fourth grade. It involves -- it's being headed up by Dr. Boyd James out of the Drew, King Drew medical, you know, facility there and it's a very important effort. So finally, just let me say to you that I, you know, this is a very important effort. But my own feeling is that it has to be, it should be, directed to

prevention because control is only one step and prevention involves the entire picture.

It's easy to talk about collaboration. And then, when we look up, we find that we're all doing our own things, that will not be in the best interest of students. So I hope that we will be having more of these kinds of things because the public policy implications of these are massive, and you know that better than anybody else.

Thank you very much. (Applause)

DR. EATON: Please give your name and your title and position...

MR. DERRICK CANTY: Good morning. My name is Derrick Canty and I'm the CEO of Little Angels Child Safety Network. I want to take this opportunity right now to thank you, Senator Hughes, for putting on a fine event and giving me the opportunity and privilege of appearing before you today.

After listening to everyone and the topics that are going on today, there is a need and a concern for the rising awareness of accidents and crimes against our children. And unfortunately many families are left with a real sense of fear.

What our company does is, we distribute what the U.S. Department of Justice, the City Council for the City of Buena, Ventura and Oxnard Police Departments, considered to be one of the finest and most innovative emergency identification programs available today. Little Angels Child Safety Network, the 24-hour child identification service, in cases of emergency or if a child becomes lost, a special label, which is disseminated like this. It's affixed to the child's clothing and on the label is an 800 number. Each child is rendered with an individual ID number so that their identify is never compromised to a stranger.

There's clearly an identifiable need to target our children from grades K-9 and become part of a systematic approach to establish a better safety network system for all children 14 and under. What we like to do is disseminate our program through the various organizations here today, in particular, the elementary schools that are representative, that are representative this afternoon, that arranges a very community-service-oriented company.

Our mission is two-fold. First, we'd like to address _____ in our communities by providing every child with the most effective means, by identification available today. And we have a strong desire to play a role in our

communities by making a contribution towards our local schools, which would be 15 percent of all proceeds from each kid that's delivered. We would like to become a source, a resource, for all the programs here today through our program.

I'm available and my associates and I are available for any other questions or anything this afternoon.

SENATOR HUGHES: We will have the list of all of the participants, and thank you very much for your cooperation.

I'm going to ask you just to be brief and you can mail if you have some brochures or something that you want to get into the record. Just mail it to my business office. We're running up against time. We have to be out of here within the next 10 to 15 minutes. Thank you.

MS. LISA MOORE: Okay. We're going to keep it, we're going to hurry along then.

My name is Lisa Moore. This is my daughter, Crystal Moore, and her friend, Shawtina Ferguson. I'm sorry. They are both members of the Inglewood Coalition and they're just here to talk about, you know, there has been -- I'm tongue-tied this morning. There has been a change in Inglewood.

My children have lived in Inglewood for 14 years. My children have been in the Inglewood School System. Since Crystal here is three years old, I had an incident that happened with Crystal that really was an eye-opener for me.

I've seen, as far as violence and gangs, I've seen where they've started, but I kind of had a closed eye until it hit me in the face with the incident that happened with my child and that's why we were here today. And so they are going to just say a little bit of something and then we're going to...

MS. CRYSTAL MOORE: Good morning everyone. My name is Crystal Moore and me and my friend, Shawtina Ferguson, were at one of our neighborhood parks and we were jumped by four girls. And sometimes I wonder why did it happen, why did it happen. And so, well, we know what happened when the situation was taken care of but the experience for us will never go away because we know what happened. So now we're going to say a few things.

MS. SHAWTINA FERGUSON: Good morning. My name is Shawtina Ferguson.

Every day a family loses a loved one and every day someone loses their precious life. We are here today because we wanted to speak out about violence and we wanted to know when it was going to end. So the time to act is now. (Applause)

MS. L. MOORE: I would like to add one thing. I believe it's Officer Brown had stated that there were -- I'm not sure what it was -- but there were four different categories. And one of them was, the last one he had said, was an opportunity, right, a neglected opportunity.

Both of these girls are very -- you know, everyone says that their kid is smart. But Crystal is an exceptional child. Michael Adelman from _____ to Mrs. Martin at Crosier, and now she's at Inglewood High. Crystal is President of the National Honor Society. And what I'm afraid of is, because of the violence that has happened, I don't want her to, I don't want that to stifle her in any manner. I want her to be able to go to school and achieve -- we're talking about the -- I remember someone said the ten-year-old kid that, you know, that fought the little boy. Well, I'm that ten-year-old person and I know how my life was ...(pause) ...and I don't want it to happen to my kids. I don't want it to happen to my kids.

And you know what? It's not the teachers; it's not the teachers. Teachers can do everything that they can; the police can do everything that they can. But it's the parents. The parents have got to -- you know, one lady in the beginning had said, well, if she did something around the corner, well, Mary Jane's mother was going to be there to take care of her and that's how it was when I was growing up. And nowadays, you know, parents know, would this happen to my daughter? One of the parents said, told the police officer, take her because I cannot do anything with her. Well, why? Why? You have got to take care of your own. I mean, the parents have got to be involved.

I can just go on and on and on, but this is just something that, when this happened to me, you know, it's touched home. And, you know, I said I was going to write a speech. But the violence, if it's not taken care of, because first, I have to remember, I'm a parent. And the first thing that I thought of when this happened was, well, I don't want to end up in _____ or somewhere myself taking care of an unruly child. So, you know, it's got to start somewhere.

And another thing that Mr. Aubrey had said was the different organizations, they're great. You know, I thank God for the Inglewood Coalition. And I hope that everyone, the groups get together and, you know. I don't know. Whatever it is, all I can do now is just pray, you know.

All right. Thank you. (Applause)

MS. CHRISTINA CORTINA: Hello. My name is Christina Cortina, and our karate instructor, Hugo Rojas...

SENATOR HUGHES: Hold the mike up.

THE SERGEANT: Hold the mike closer to your mouth.

MS. CORTINA: ...has chosen us three on behalf of the Karate Club to speak. And I just want to say a few things about him as a karate instructor. He kind of has to juggle around a bunch of things, us for one, and all his classes he teaches, many times during the week. And also he's in a lot of different commissions and I know he's part of the Kiwanis Club in Hawthorne. And he's a really good guy. He's sweet; he has a big heart, you know. He helps, he knows that the kids don't have money and they want to learn. They have a heart for learning this sport. He'll help them out.

MS. SHANNON WESTERLING: I want to say something.

I'm Shannon Westerling. Hugo does a little bit more than being a karate instructor. If you have a problem, he listens to you. He has to go to the schools and make sure that the students are doing good. But for me, in my ninth grade and tenth grade year, before I got into the karate class, I was doing bad. I started smoking and hanging out with the wrong people. And now that I'm with him, I'm almost getting straight As. As I said, he totally changed my life. (Applause)

MR. JERRY BOWMAN: My name is Jerry Bowman. I'm with Hugo Rojas at his studio that he has so far. And before I met him, I didn't really know anyone from here because I'm from New York. So when I met him, he introduced me to his students and he took me in and he showed me, you know, the correct things to do and how to do them correctly. You know, he's been very helpful to me. And, you know, when we have certain things we have to talk about and can't to anyone else, he gives us help. So he's a great guy.

SENATOR HUGHES: I'm from New York too and I survived. (Laughter)

MR. GEORGE SMITH: _____ Senator Hughes, I'd like to thank you for your support to our club and for coming in attendance to our Pizza Hut function. I think that was great to see you there. The kids were excited. I told them the Senator's coming. They were just, wow, the Senator's coming. It's a real big thing. They were honored to have you.

And these type of meetings here, Town Hall meetings, are great. I can feel the energy and see everyone here with the exact vision that we do have. And I looked down this list and I said, boy, I've worked with all these people. I used to be an alter boy at St. Joseph's Church. I served on a group advisory board for Centinela Valley. I'm a graduate of the mediation training for Steve Goldsmith.

Thank you, Connie Chung?? who sponsored us for the run. Recently, with the Jeopardy program, I'm the official instructor for the United Peace Officers Against Crime, LA County Sheriff's Department, and I got together with LAPD and I appeared on KTLA, Channel 5. And all the deputies called me because they said, hey, you were representing LAPD. What's wrong with you? And I said, hey, we can work together. It was like a little funny joke there.

But I like LAPD and you guys are great guys.

MR. STINSON BROWN: We like you too. (Laughter)

MR. SMITH: Thank you very much. And Amateur Athletic Foundation, I served on the Advisory Board for Centinela Park _____. We're looking for a studio in Hawthorne and we teach in local parks and recs and we're looking for some funding and we need to help more children. I've taught a few kids in the past few years and we really want to reach out -- I'd love to reach out to thousands of kids.

And myself, I grew up in Hawthorne. I attended the schools -- Hawthorne High School. I'm not proud to say that I was a former gang member of Lennox _____ at the age of 9. Martial arts changed my life; and today I've been with the same instructor for 18 years and founder of California's Karate Club and Chairperson in the City of Hawthorne's Graffiti and Gang Abatement Commission.

Thank you very much. (Applause)

SENATOR HUGHES: Thank you.

MR. ROBERT DOUGLAS: My name is Robert Douglas and I'm a resident of Inglewood, California, and I'm also a member of the Inglewood Coalition, the Drug Advisory Prevention. And I came here today; I talked to Keith last week about coming here and I wanted to come and talk and meet the center and introduce myself to all these other people here.

I heard a lot of people, police officers and stuff, to talk about being an at-risk kid and all that. Well, I once was an at-risk kid. I got trouble and I went through the gang stuff and all of that and different things like that. But I came here today to tell everybody thank you for being here and for the center to come down.

You know, I know some people who care, you know. You know, you see people walking in suits every day. And you say, is this another businessman? But you come to functions like this and you meet people. You know, they have their businesses. And you meet them and you know the different people and you say, oh, that's somebody. Or if you see them walking down the street or you pass by their business or something, you say, well, I saw you at the conference with the Senator, you know, just talk to people and at least to let people know that they're out here, you care, and it's your youth who wants to make a change with somebody else. You know, exchange and meet people and stuff like that to let people or children who know, who are trying to change, let them know that somebody cares, you know.

And so I just want to thank everybody for being here. (Applause)

MR. ROBERTO DIAZ: Hi. Good morning. My name is Roberto Diaz. And I'm also from the Inglewood Coalition. And, you know, there's not a day goes by when I thank God I'm alive because a lot of things happened in my life that make me put things into perspective. And I have body scars of that, you know. I have proof of that.

I really, I'm not afraid to go to school but I have to watch my back every day I go to school because, the first week of school, I'm already in trouble with a gang because I can't look at nobody without getting stuck to or, you know, confronted to. And, you know, I thank God we have programs like Inglewood Coalition, Why Be Mad, and all them other programs because they help you to teach you how to, you know, deal with that and that's all I had to say.

Thank you. (Applause)

SENATOR HUGHES: Thank you.

MR. KEITH WASHINGTON: My name is Keith Washington from the Inglewood Drug and Violence Coalition. I'm happy to be here but I had to say this. You know -- how much time we got left? Two more minutes, two minutes. You know, I had to get up early this, morning, hustling, trying to get him here. And I think that, if the young people are the center of discussion, the topic here, that we ought to put them somewhere on the agenda (applause) _____ and the parents as well. They are the ones that we're trying to save. Amen. I'm a preacher too so I'm going to tell you like it is. But I just had to say that because I think it is very important, when you iron things out and doing things and make sure we put these young people in a position of importance, I feel like _____ to really get into talking about what they really want to talk about.

I like all these programs and I commend everybody for doing a great job. But if we really _____ show them also in our efforts to make a difference. The kids are at the bottom of the agenda all the time. I just wanted to say that. But in addition to that, we need some transportation, some help, some monies to get transportation, okay? Cars. (Inaudible comments) ...or a van or something to help us out in some kind of way.

Here's Henry Washington. (Applause)

MR. HENRY WASHINGTON: I'm going to be short and brief, and I'm quite sure you all have seen me around. I volunteer with everybody.

Ma'am, I understand. I understand that the pain and the hurt and the fear and wondering, the next time you get a call for your child, whether or not your child is going to be dead, you know. We're dealing with this situation. It is not only on the campuses. It starts at home. It starts at home. And until the adults are beginning to become more responsible and take time and go up there and assist these teachers who are putting forth a hell of an effort to educate these kids, the system has been laid out a long time ago but the situation is now.

You know, I volunteer my time at a lot of these schools. You know, I'm tired. I'm a single man, 35 years old. I'm trying to break the cycle of being from a single-parent home. I don't want a child on this earth unless I'm going to be man

enough to be here for that child. So I spend my time (applause) helping with these kids. I don't have any shame about my past. My past is my past.

I've been in the United States Navy. I traveled the southern seas. I've seen a lot more than a lot of these people. But I am trying to show these kids that there is more out there than just what's going on in Inglewood, Hawthorne, Lawndale, Lynwood, Watts. You name it. I'm around. I'm around every Saturday, you know, and I don't want to ask for nothing.

But I will say this: We need to come together. All of these organizations in here, we need to come together and flood the schools with help and support because the government dollars are not enough. That's why I spend my time out here to save some these kids.

I'm sorry, ma'am, for what happened at your school, you know. And I would like to offer a challenge to any businessman in here or any large corporations. At least we should have over 100 people at your organization. At least send one or two people from your organization a week to one of these schools and try to help some of these teachers. (Applause)

I, myself, you know, from, since February of this year, every Saturday, I've devoted my time, my time, with some of these kids who need schools. They come up with Stop the Violence and we take them out to air shows, Magic Mountain, you name it, out of our pocket. We don't have the funds, but it's cool. Just keep the kids out there with the senior citizens, clean up their backyard, where the senior citizens, they can't do for themselves. Oh, I'll take some of our kids and we do it. _____ and we do it. So I'm tired of people saying, listen, you know, these kids are hopeless. These kids will do responsible things if you give them an opportunity.

I'm here to say that because I'm out there. I put everything that I have, and I don't have too much of anything but I do have me, Henry G. Washington, and who I am makes a difference. Who I am makes a difference. (Applause)

MR. NELSON: Senator Hughes, I would be remiss to say that I send every nonprofit organization that I deal with to the Center for Nonprofit Management in Los Angeles, as well as to the California Community Foundation, to go to their library and find resources of other philanthropic dollars, and to educate themselves on how to maneuver around the philanthropic community.

So again, if you're a nonprofit organization, go to the Center for Nonprofit Management where Patty Ortel?? is the executive director, as well as to the California Community Foundation which is located at 606 South Olive, and they have a library there for individuals interested in nonprofit resources.

Thank you. (Applause)

MR. DON DAVIS: Well, I'm Don Davis. Good morning and I'm a concerned senior citizen. I'm on the Senior Citizen Commission in Gardena and also with AARP _____. And what I've seen here, Senator, you've done marvelous. We've got many organizations out here who are willing to help. And I think it's getting communications out to the people to know where to go. But the people that are willing to help and get out there is, it's beautiful. You couldn't ask for anything else.

I happened to pick up this on Sunday. Judge Roosevelt Dorn, I'm sure you know him. Here's a man who is dedicated. He said he has the worst juveniles that come through the courts -- and by the way, these are our children, regardless of what color the kids they are, and here is a man who has dedicated his life to try save our children. And this is what I've heard up and down and by all police officers and whatnot.

I think it's wonderful. And the next time you have one of these, I'd like to see if you can get this man. I imagine he would contribute an awful lot.

Communication is communication, and I think we'll get to all the people out there. And there's people, as they say, they're asking for this and they're asking for that. And I for one am weary about our children and try to do what I can and this is one of the best things I've seen to come by.

Thank you, Senator Hughes.

SENATOR HUGHES: Thank you. (Applause)

Now I'd just like to thank the person who provided us the meal, gave us the substance, today, Mario Santos, who is the managing partner and general manager of this restaurant, and Tiny Hightower, the banquet and catering sales coordinator. Thank you so very much. (Applause)

Also special thanks to Hawthorne Eagles, the Centinela Valley Task Force and Drug and Alcohol and Hawthorne Cable Usage Corporation.

I would be remiss if I didn't recognize the presence of the pastor of the church of Lorinth Reverend Ronnell Stanch. Reverend? He just left. Sorry about that.

Thanks for the support of all of the organizations that I just mentioned. You will receive a copy of the video program early sometime next month. If you'd please leave a business card or a telephone number for us, this is the Hawthorne Cable Television Channel 22. If anyone wants to call that, their phone number is 310-970-7243.

Thank you very much. (Applause) And a special commendation -- let's give an applause to the students of the Figueroa School. (Applause) _____. What did you learn today? Well, a lot of us who are adults, we've learned a lot today too.

Thank you very much for being here. Of all the young people who are here, how about another big applause for all the other young people... (applause).

Thank you.

May God bless you in your endeavors of the day and keep the peace.

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